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ABSTRACT

This annotated bibliography of print and nonprint materials and sample classroom activities for use at levels K-3 is intended to help teachers find creative ways to implement practical programs in peace education for young children. The periodicals, books, audiovisuals, records, and games cited in the bibliography date from the 1960's and 1970's and include resources for the teacher. The bibliography, which comprises the major portion of the publication, is divided into the following three sections: (1) The Young Citizen in Family and School, (2) The Young Citizen in Community and Country, and (3) The Young Citizen in Our World. Instructions for the following classroom activities are included: (1) Understanding Aggression, (2) Color Discrimination, (3) Visitors to the Classroom, and (4) A World Holiday. (Author/PM)

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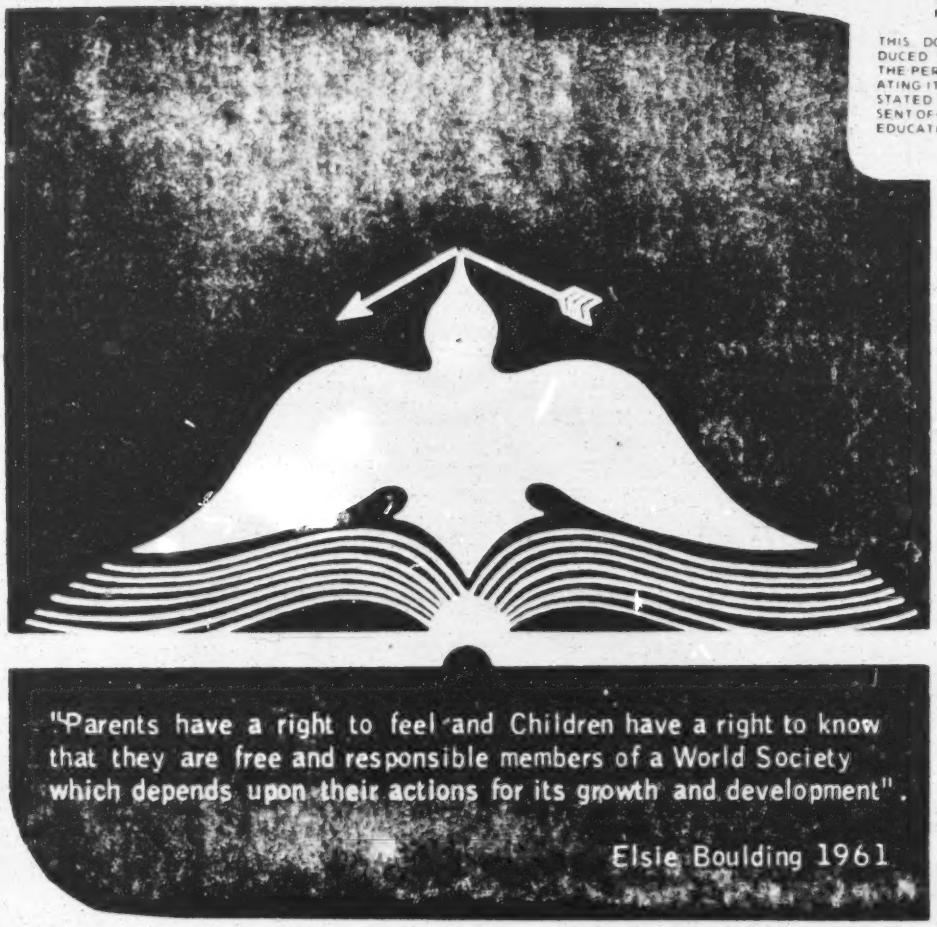
"Parents have a right to feel and Children have a right to know that they are free and responsible members of a World Society which depends upon their actions for its growth and development".
Elsie Boulding 1961

# PEACE EDUCATION IN THE PRIMARY GRADES

## THE YOUNG WORLD CITIZEN

A BIBLIOGRAPHY AND SAMPLE ACTIVITIES, K-3

Compiled by Maryellen G. Hadjisky

Center for Teaching About Peace and War, Wayne State University, Detroit, Michigan

SP 007 771

# THE YOUNG WORLD CITIZEN

Skills in group living are a large part of the young child's learning in the early elementary years. By then the young child is already a member of a family, a school, and usually, a neighborhood group. When young children know themselves and feel good about it in these groups, they are ready to extend themselves to other groups in their community and country. They can begin to grasp their relationship to world families and to understand that "everyone in the world is as special as they are." They can begin to experience themselves as world citizens and to look forward to a share in future planning and problem-solving for "space-ship earth."

"Indeed a third grader who has seen with the astronauts a view of our planet from outer space may be more capable than . . (the adults, ed.) . . of viewing the world as a single, interacting social system."

Judith Torney 1972

From: Teaching About Space-ship Earth,
Intercom #71

With these considerations in mind, the present material has been collected from many sources. It is divided into three sections: I The Young Citizen In Family and School, II The Young Citizen In Community and Country and III The Young Citizen In Our World. Many books for children will need to be read to or discussed with them by adults, while material for adults also includes resources to be used with young children. Some uses for the materials are suggested in the sample activities which follow.

It is our hope that these materials will stimulate you to find your own creative ways to implement practical programs in peace education for young children.

M.G.H.

March, 1973

## I. The Young Citizen In Family and School

### CHILDREN: Books

Berger, Terry. I Have Feelings New York: Behavorial Publications 1971
One boy's feelings in typical situations are illustrated with graphic pictures and simple text which concludes with constructive resolutions of the feelings.

Hoban, Russel. Francis The Badger series New York: Harper & Row 1964
The conflicts and joys of family life, including new baby, sibling rivalry, and others.

* Hutchins, Pat. Tom and Sam New York: MacMillan Company 1968
About 2 small boys and how their sense of property leads them to try to steal from each other.

Johnson, Ryerson. The Monkey and The Wild Wild Wind Abelard-Schuman 1963
A little monkey helps the animals find harmony despite physical differences. For ages 5 - 8. A Jane Adams Book Award.

Kirkpatrick, Oliver. Naja The Snake and Mangus The Mongoose Doubleday 1971
The last living snake in Jamaica and his instinctive enemy, the mongoose, find that friendship really lies at the base of their conflict.

Lionni, Leo. Swimmy New York: Pantheon Books 1963
Entertaining story about a little fish who finds belonging and safety in a school of fish.

Lipkind, William and Mordenoff, Nicholas. Finders Keepers New York: Harcourt Brace & World Inc. 1951
Two little dogs fight over a bone. When a bigger dog takes it away, they conbine forces to solve their problem.

Meeks, E.K. and Bagwell E. Families Live Together New York: Follett Publishing Company 1969
Color pictures of human family members working, playing and caring for each other. Simple text.

Meeks, E.K. and Bagwell, E. The World of Living Things Chicago: Follett Publishing Company 1969
Reproduction of plant, animal, and human species in simple language, beautiful pictures.

* Schatz, Letta. The Extraordinary Tug of War, Chicago: Follett Publishing Company 1968
Two great beasts Hippopotamus and Elephant are outwitted by little hare. Originally an old African folk tale.

Sonneborn, Ruth A., Friday Night Is Papa Night New York: Viking Press 1970
Simple text, beautiful pictures about everyday life in a Puerto-Rican family in the United States.

* Udry, Janice. Let's Be Enemies New York: Harper & Row 1961
Friendship wins because playing together turns out to be more fun than being enemies. Humorous illustrations.

* Wondriska, William. John John Terwilliger Holt & Company 1966
A little boy discovers that people who feel inferior often cover up by ordering others around.

* Zolotow, Charlotte. The Quarreling Book New York: Harper & Row 1963
Situations familiar to most families in a humorous vein.

CHILDREN: Records, Films, T.V.

Guidance - Big Sister, AIMS Instructional Media Service, Inc., Hollywood 1971
Helps primary children deal with sibling rivalry. 4 open-ended episodes. Study guide also.

Mister Rogers, your local channel of Educational Television
Daily programs in which "you are special" themes are central. Entertaining and heart-warming.

Mister Rogers records: Small World Records, Pennsylvania.

Especially: "Let's Be Together Today"
"A Place of Our Own"

Ramo by Phyllis Hiller, Nashville: Creative Materials Library 1971
A very appealing song-story about Ramo, a little elephant. "It expresses the importance of being one's self without apology especially when the out-going spirit is friendly."

ADULTS: Books

Ashton-Warner, Sylvia. Spearpoint Random House 1972
The New Zealand author of Teacher who uses "The native imagery of the child for teaching material" describes her experience with children in an experimental school in Western United States.

Coles, Robert. Children In Crisis Boston: Little, Brown and Company 1967
In detailing "the courage and fear" of children and their families in the Southern desegragation crisis, Dr. Coles places the problem in a context shared by all human beings.

Feshbach, Seymour and Norma. "The Young Aggressors" in Psychology Today April 1973 pg. 90-95

An over-view of current studies and thinking on aggressive responses of children with suggestions for constructive action.

* Hadjisky, Maryellen and Stroll, Florence (editors). Peace Education In The Pre-School Years: A Mental Health Approach Detroit: Center For Teaching about peace and war, Wayne State University 1972

General considerations for the socialization process in individual children and their families which apply to primary grades also.

Long, Nicholas, Morse, William C., and Neuman, Ruth G. Conflict In The Classroom Belmont, California: Wadsworth Publishing Company 1971

Goes beyond the emotionally disturbed child into the wider problems of children in conflict. The "readings", from literature and biography are especially interesting.

May, Rollo. Power And Innocence Basic Books 1972

A search for the sources of violence by the prominent psychologist.

McNeil, Elton. Human Socialization Belmont, California: Wadsworth Publishing Company 1969

* Scheinfeld, Amram. Why You Are You New York: Abelard-Schuman 1958

A basic book for children 8 - 12 on understanding themselves and other people. Can be used as a resource by adults to answer the questions of younger children.

* To Establish Justice, To Insure Domestic Tranquility: Final report of the National Commission on the Causes and Prevention of Violence, New York: Award Books 1969

Especially Chapter 8 on "Violence in Television Entertainment Programs".

ADULTS: Teaching Aids

* Crosby, Muriel (editor). Reading Ladders for Human Relations Menasha, Wisconsin: George Banta Company 1968

The widely used bibliography. Now out of print, but still available in many libraries.

* Dealing With Causes of Behavior: Primary Teacher's Manual Grades 1 - 3 Lakewood City Board of Education, Educational Research Council of America, and the State of Ohio Department of Education 1972

Basic curriculum in family life education, a mental health approach. A comprehensive "developmental program for constructive control of aggressive behavior".

* Little Miss Muffet Fights Back New York: 1971

A bibliography of recommended non-sexist books for children ages 3 - 15.

* Study Guides in Human Relations: Primary Grades New York: National Conference of Christians and Jews 1969

A short outline for organizing teaching materials.

ADULTS: Magazines, Records, Films

Big Rock Candy Mountain Menlo Park, California
Similar to the Whole Earth catalogue but specifically on education. Includes many ideas of things to make with children.

Free To Be You and Me Produced by Ms Foundation
Carol Channing, Tom Smothers, Harry Bellafonte, and Marlo Thomas are featured in this recording about race and sex myths.

Love's Beginning AIMS Instructional Media Service Inc., Hollywood 1972
The strength of feelings of love as shown by children and adults of many ethnic groups. Suitable for all ages.

## II. The Young Citizen In Community And Country

CHILDREN: Books. (Subjects include minority groups, physical environment, neighborhoods and gangs, history and government, and affirmative actions.)

* Baker, Betty. The Pig War Pictures by Robert Lopshire. Harper, 1969.
(An'I Can Read History Book) The Americans shoot a British pig that is loose in their garden, and a bloody battle ensues that comes to be known as "The Pig War." A fictionalized account of this moment in history, told in an esay-to-read format with humorous illustrations.

Binzen, Bill. Miquel's Mountain Coward McCann Inc.
Miquel, who lives in a big city uses a dirt pile in the park as a mountain. When threatened by the loss of the "mountain," Miquel's letter to the Mayor brings about a solution to the problem.

Gabel, Margaret. Sparrows Don't Drop Candy Wrappers New York: Dodd Mead & Co. 1971
The do's and don'ts for a non-polluted world in a pleasant tone.

Greenberg, Polly. Oh Lord I Wish I Was A Buzzard New York: MacMilland Company 1968
An authentic genre Story of the South with beautiful illustrations by Aliki.

Grossman, Barney, Groom G. and P.S. 150. Black Means..., The Bronx: Hill and Wang, 1970.
A picture book with positive definitions of the word black.

Johnson, Hannah L. Hello Small Sparrow New York, Lathrop, Lee and Shepard Company 1971
Explores a child's inner-feelings about the natural world in a poetic fashion.

* Jones, Margaret Boone. Martin Luther Kings, Jr.: A Picture Story Childrens Press 1968 (gr. K-2)
An introduction to King in picture book format for young children.

Keats, Ezra Jack. Goggles New York: MacMillan Company 1969
An encounter of 2 small black boys with an older gang.

Leaf, Munro. Fair Play Philadelphia: J.B. Lippincott Company 1939
Basic concepts of law and government in the United States presented in simple, entertaining fashion. Cartoon-like illustrations.

Lenski, Lois. We Live in The City Philadelphia: J.B. Lippincott Company 1954
When Grandma is sick & cannot meet him at school, Benjie calls upon the kindness of neighbors to meet the emergency.

Mathis, Sharon B. Sidewalk Story Viking 1971
A story of a black ghetto family's eviction. Lilly Etta involves the news media & brings better fortune to these neighbors.

Pauli, Hertha. Pietro and Brother Francis Ives Washburn 1971
Little Pietro learns that all creatures are brothers.

Pine, T.S. The Indians Knew New York: McGraw-Hill Book Company 1957
Describes contributions Indians made to life in the United States.

Swift, H.H. North Star Shining New York: William Morrow & Company 1947
An early picture book history of the American Negro. The poetic text must be read to young children.

* Young, Margaret. The Picture Life of Martin Luther King, Jr. Watts 1968 (Gr. 1 - 3)
Simple text illustrated with photographs. Many children in the primary grades can learn to read these pages that have only one to four sentences per page. King's death is not mentioned.

CHILDREN: Films, Television

Birds McGraw-Hill Films, New York
The absurdity of descrimination is illustrated in the film about 6 birds, 3 black and 3 white who fight over 6 grains of food rather than dividing equally.

Captain Kangaroo CBS-TV daily
Has a number of short spots on American government and civics, i.e. voting, the constitution, founding fathers, etc.

How Beaver Stole Fire ACI Films Inc. New York 1972
An American Indian myth on the origin of fire presented in montage fashion.

People: Bringing Life To The City Journal Films, Chicago
How different people with a wide variety of cultures make up the life of the city.

ADULTS: Books

* Books for Brotherhood 1971
A bibliography for all ages by the National Conference of Christians and Jews.

* Books for Friendship
A list of books for ages 4 - 13 compiled by the American Friends Service Committee.

Grandfather Stories Of The Navahos Navaho Curriculum Center, Rough Rock Demonstration School, Arizona 1970
Ancient legends and tales collected and illustrated by Navahos.

Gross, Mary Anne (editor). Ah, Man, You Found Me Again Boston: Beacon Press 1972
A collection of pure dialect stories from New York City as told by Black and Spanish speaking children from 5 - 10 years old. Illustrated by photographs on location.

Lerner, M.R. Red Man, White Man, African Chief Minneapolis: Lerner Publications 1960
The Story of Skin color - simple, excellent, illustrative.

Pringle, Laurence. The Only Earth We Have London: The MacMillan Company 1969
Has excellent pictures of pollution.

Vogel, Ray. The Other City New York: David White 1969
Photographs of their city by teenagers with their comments about poverty, buildings, recreation.

Wagner, Jane. J.T. New York: Van Nostrand Reinhold Company 1969
A fictional story of a boy in Harlem with real feelings and problems. Beautifully illustrated.

ADULTS: Films

Child's Eye View New York Bank Street 1968. In color.
Children in New York City poverty areas are given movie cameras and film scenes in their own neighborhoods.

The Hunter ACI Films, New York 1972
The setting is rural Ozark. The theme is "why kill?"

Up Is Down Pyramid Films, Santa Monica, California
Townspeople react strongly to a boy who walked on his hands, believing it wrong for him to see things differently from their way...the "right" way.

## III. The Young Citizen In Our World

### CHILDREN: Stories, Picture Books

Benedict, Ruth & Weltfish, Gene. In Henry's Backyard New York: Henry Schuman 1948
An early simple version of facts about mankind. Humorous illustrations.

Candles In The Dark An Anthology of stories to be used in education for peace. Philadelphia: 1964
Well indexed for young children's stories of real heroes who demonstrated courage, friendliness, justice, forgiveness, brotherhood. (See ADULTS).

* Charters, Janet and Foreman, Michael E.P. The General Dutton and Co., Inc. 1961
About a general who sees the uselessness of war and the beauty of peace.

Cohen, Robert C. The Color Of Man (illustrated by Ken Heyman) New York: Random House 1968
Excellent as a picture book for this age.

* Evans, Eva Knox. People Are Important Irvington-on-the Hudson: Capitol Publishing 1951
The classic. Recommended for parents and children to read together.

* Freeman, Don. Penguins Of All People New York: The Viking Press 1971
Peary Penguins' visit to the United Nations is a delightful story for young children with beautiful illustrations.

* Gurney, Nancy. The King, The Mice And The Cheese Random House 1967
This is a charming story of escalating armaments and the value of negotiation in solving conflicts. Spanish/English edition or a French/English edition.

* Kenworthy, Leonard S. Three Billion Neighbors New York: Ginn and Company 1965
A picture book for young children. Resources on houses, families, food, schools, worship, etc.

Larsen, Peter and Elaine. Boy of Dahomey Dodd, Mead 1970
For grades 1 - 4, very good photographs of such typical situations as shaking hands, buying in the market, etc.

* Leaf, Munro. Three Promises To You New York: J.B. Lippincott Company
A cartoon about peace, freedom, and justice through cooperation in the United Nations.

* Lobel, Anita. Potatoes Potatoes New York: Harper & Row 1967
An attractive picture book that tells the story of a woman with a cellar of potatoes who persuades her two sons and their fellow soldiers to stop fighting and return to their homes in peace.

Mead, Margaret and Heyman, Ken. The Family New York: MacMillan Company 1965
Excellent as picture book and resource for young children. (See ADULTS)

Smith, Marion and Prescott, Carol. Families Around The World Grand Rapids: The Fideler Company 1970
Simple text can be read by older primary children. Beautiful color pictures.

* Steichen, Edward. The Family Of Man New York: Museum of Modern Art 1955
Classic photographs. A picture book for all ages.

UNICEF Books

Have You Seen A Comet?: Childrens art and writing from around the world original language and English text. For all ages.

* Book of Childrens Legends
* Book of Childrens Poems
* Book of Childrens Songs
* Book of Childrens Prayers

Compiled by Wm. Kaufman
Harrisburg, Pa.: Stackpole Books, 1970

* Varga, Judy. The Magic Wall Wm. Morrow & Co., Inc.
"Based on an Austrian folk tale from the Middle Ages about a real ruler who wanted to welcome friends more than he wished to frighten people".

* Wondriska, William. The Tomato Patch Holt 1964
Bright, clear pictures help tell this story of two neighboring kingdoms that shift their enthusiasm from aggression to agriculture.

CHILDREN: Films, Drama, Games, Music

* Discovering The World: An Adventure In Global Understanding Created by Edith King.
This is an adventure in fine arts, crafts, and folk music. Especially recommended film strips are: The Universal language of childhood, parts 1 and 2. The film strip on Masks could relate also to personal identity and would be delightful to use at Halloween.

Flutterbye ACI Films Inc. New York 10036. 1972
A message of peace for all ages animated by children's drawings and narrated by children.

* The Hat (with study guide)
Delightful film of dialogue between 2 solders patrolling a border. Dialect sometimes difficult to hear, but cartoons tell the story. Comes with a study guide.

Family Farm Sterling Films 1970
A mechanized farm in Denmark is contrasted with a family farm in Yugoslavia in which manual labors are traditional.

Sea Coast People Sterling Films 1970
Maine lobster fisherman and Norwegian crab fishermen have independently developed similar methods.

The Owl and The Lemming ACI Films Inc., New York 10036, 1972
An Eskimo legend filmed in montage.

Why the Sun and the Moon Live In The Sky ACI Films Inc., New York 10036, 1971
A legend filmed in montage from Eastern Nigeria.

* Puppet Show: The Moon Belongs To Everyone written by Lillian Genser, Detroit: Center for Teaching About Peace & War, Wayne State University
Has been used to delight children from a variety of groups.

* Games Enjoyed by Children Around The World American Friends Service Committee and International Recreation Association 1970
Extremely useful.

May There Always Be Sunshine: Favorite Folk Songs for Children New York: Golden Records LP 257

* WORLD Calendar of National Days Center for Teaching About Peace and War, Wayne State University. In Process 1973

* Slide Programs on: Mail Carriers Around The World
Market Places Around The World
Being prepared by Bruce Sanders and colleagues for Center For Teaching About Peace and War, Wayne State University 1973

* Genser, Lillian. Contemporary Heroines and Heroes Center For Teaching About Peace and War, Wayne State University. In Process.

* Big World and The People In It by Willard Johnson. National Conference of Christians and Jews.
A tiny booklet with cartoons which young children could read. Ideal as a "take-home" even as a coloring book.

Sing, Children, Sing UNICEF 1973
Songs, dances, and singing games from 34 countries. Original words and singable English translation.

ADULTS: Books and Curricula materials

* Bronfenbrenner, Urie. Two Worlds of Childhood: U.S. and U.S.S.R New York, Russell Sage Foundation 1970
A cross-national analysis of child rearing and its purposes with important implications for the values of American Society.

Candles In The Dark: An Anthology of stories to be used in education for peace. Philadelphia: Hemlock Press 1964
Stories of real heroes "some quiet and some not so quiet" all in affirmative action. Compiled by Philadelphia Society of Friends (Quakers). For all ages. Includes a study guide.

* Edman, Marion. The Teacher As A World Citizen Associated For Childhood Education, International

* Evans, Eva Knox. People Are Important Irvington-On-The Hudson: Capital Publishing 1951
Although written for children, this is useful for all ages. A classic for understanding and communication among the people of the world.

* Fisher, Dorothy C. A Fair World For All New York: Whittlesey House 1964
Written for youth but a resource book for use with younger children, this is an imterpretation of the Universal Declaration of Human Rights. Foreward by Eleanor Roosevelt.

Folk Toys Around The World. And How To Make Them U.S. Committee for UNICEF
History and instructions for making toys from 22 countries. Use as a resource book for younger children.

* Fox, Ruth. Food Wonders of The World U.S. Committee for UNICEF

* Genser, Lillian. The World Pledge Detroit: Center For Teaching About Peace & War, Wayne State University 1972
A simple beautiful statement of allegiance to the world with related study ideas and bibliography for elementary and Jr. High.

* Linsell, Janice. The World Pledge, Kindergarten Unit. Edison Elementary School, Detroit Public Schools 1973

Information Center On Childrens' Cultures, 331 East 38th St., New York 10016

"Teaching an International Unit in Grades K - 3, ABC and 1-2-3."
"A Developmental Unit for Grades K - 3: Fuel."

Continually developmenting new curricula.

* King, Edith. Worldmindedness: The World Context For Teaching In The Elementary School Dubuque, Iowa: W. C. Brown Company 1971
Material from World Minded Institutes 1968-1970, School of Education, University of Denver.

Mead, Margaret. People And Places A Rainbow Book, World Publishing Company 1959
An analysis of the world's peoples and how they live. The final section: "Man asks about Man" is especially valuable.

Mead, Margaret and Heyman, Ken. The Family New York: MacMillan 1965
The well-known authropologist tells of, and Ken Heyman photographs "mothers, fathers, brothers and sisters, grandparents, adolescents, friends and the child alone in many parts of the world. A beautiful record of the commonality of experience that makes us all part of the human family."

* Spiegelman, J. and Preissler, A. Festival Book UNICEF, New York 1966

* Torney, Judith. "Middle Childhood and International Education" Intercom # 71: Teaching About Spaceship Earth Center For War/Peace Studies New York Friends Group, Inc.

A classic article. These curriculum ideas could easily be adapted for use with younger children.

ADULTS: Film, Records

What Right Has A Child? McGraw-Hill, New York 1969

United Nations film using childrens' drawings and paintings to illustrate the preamble and 10 principles of the Rights of a child.

Ethnic Series Folkway Records Serial Nos. 4000's New York: Folkway Records and Service Corporation.

## RELATED ACTIVITIES K - 3

The Young Citizen In Family and School

UNDERSTANDING AGGRESSION*

"Aggressive behavior can mean the assertive behavior that is approved and initiated by our culture, or it can mean the aggression that harms people." p. 2.

(E) Observe harmful behaviors on television, at home, and around the school.

Before beginning this activity, send home a letter which explains to the parents that the class is studying the harmful behaviors shown on television. At this particular time, it might be a good idea to start a parent education session in order to discuss aggressive behavior. The ideal person to be invited to work with both you and the parents is your school psychologist.

One evening the student can watch television and tell his parents how many times he sees what he calls a harmful behavior. The parents' role is to help him count and sort out which behaviors might be hurting someone. Try not to make this a competitive activity in which some students might come in with unrealistic numbers of incidents.

Another day ask the students to try to keep a tally of the number of times they see harmful behaviors on television, at home, or on the playground. After the students have completed their observations, the discussion can revolve around whether or not people like to watch others get hurt.

1. How much harming of others is shown on television?
2. Why do some people like to see others get hurt?
3. Do most people like to watch this type of behavior? Who or why not?
4. Can you think of some reasons why there might be so much harmful behavior on television and in the newspapers?
5. Was the number of harmful actions on television as great as the number of harmful actions the students actually saw?
6. Might a person who sees a great deal of harmful behavior hurt others?
7. Why is there so much harmful behavior on the playground?
8. Might a person who never sees harmful behaviors hurt others?

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(H) Recognize the harmful actions in fairy tales and make up alternative actions.

Grade levels, 1, 2, 3 Illustrated volumes of Grimm's and Andersen's fairy tales.

First define a fairy tale, then read a fairy tale to the class. As you read, the students can raise their hands whenever they recognize a harmful action in

the story. Stop reading and ask the following questions about that action:

1. Why is this a harmful action?
2. Whom does it harm?
3. Why did this harmful action occur?
4. What is another way the person can act without harming someone?
5. Tell the class if the story scared you. Do you like to be scared?

When you finish reading the tale, ask the children to make up a new ending that does not involve harmful actions. The children can tell how the characters' needs can be satisfied in ways that do not harm the other characters. The children may find that cooperation must evolve among the characters in order for this to happen. This activity can be done in small groups or in a class discussion.

Some possible fairy tales are:

Hansel and Gretel
Jack and the Beanstalk
Red Riding Hood
The Ugly Duckling
The Three Little Pigs
Jack the Giant Killer
(any of Grimm's and Andersen's tales)

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* Reprinted by permission from: Dealing With Causes of Behavior: Primary Teacher's Manual Grades 1 - 3 Lakewood City Board of Education, Educational Research Council of America, and the State of Ohio, Department of Education.

The Young Citizen In Community and Country

COLOR DISCRIMINATION *

"Read the book, Red Man, White Man, African Chief by M.R. Lerner, Lerner Publications, Minneapolis, Minn., 1960. Follow-up with an experiment with brown and white tempera paint. Give each child a small paper cup with a small amount of white paint in it. Add one drop of brown paint to each child's cup and have him mix it up. Add two drops of brown paint to the next child's cup, etc. Increase the number of drops added to each cup and then compare the different shades of brown.

Prepare a display of bananas and potatoes to demonstrate the melanin content as mentioned in the book.

Display pictures of tigers and zebras, etc. as discussed in the book.

Teacher can plan the entire class session as discriminatory to "those class members who draw blue tags." They may not use the water fountain closest to their room or the playground at recess. The next day the same restrictions exist for those in the class who drew brown tags. "The situation must be thoroughly discussed beforehand with the understanding that this was only 'pretend discrimination', while real discrimination is not a temporary game. The teacher should air her reactions to her part in the discrimination and encourage all the children to discuss in full, their feelings about it. (refer to the book, A Class Divided by W. Peters, Doubleday & Co., for additional information on this kind of demonstration).

Discrimination could be described as follows: Suppose a law was passed that only your class is forbidden to go to ... (choose the most valued recreation area in the community) just because it is your class. Discuss.

Collect pieces of brown paper, envelopes, paper bags, construction paper, etc., to demonstrate the many shades of brown.

Read and discuss Squares Are Not Bad by Violet Salazar, Golden Press, New York, 1967."

* Adapted from, Lesson # 27 of Kaleidoscope, Book II, South Nassau Unitarian Church, Freeport, New York, 1971, by permission of Dorothy Muller and Lois-Ann Sepez.

## VISITORS TO THE CLASSROOM *

Seek out friendly persons from the community who will visit the class to share their personal experiences and customs, describing their ethnic group in your area as well as the country of origin. Such persons could include class members' family and relatives, e.g. grandparents. Ethnic community centers, foreigh language newspapers, university international student groups, even ethnic bakeries and restaurants are other sources for visitors to the classroom.

It helps to leave the period open-ended so that the visitor may present material in his own way and interact informally with the students as much as possible. An authentic personal experience is more important to young children than coverage of facts or exotic detail. With an interested class a return visit could lead to in-depth exploration and interaction.

Follow-up in class can include impressions of the visit in whatever expressive mode the student chooses, writing, drawing, modeling, dancing, singing. The children could go on a scavenger hunt throughout the school for representative stories, music, art, and people of that ethnic group.

The visit could be timed to coincide with a particular occasion or festival within an ethnic community to which the class is invited afterward. Chinese New Year celebration, Mexican church fair, Afro-American exhibit in a black community center, Swedish Lucia festival are among the possibilities.

* Contributed by Clarice Rioux, Early Childhood Education Consultant and Wayne State University Urban Extension Service.

The Young Citizen In Our World

## A WORLD HOLIDAY*

A One-World day of FUN might be planned by teachers and parents together to be held in the school gym on a Saturday morning. An active in-door occasion such as this could liven up an otherwise routine mid-winter schedule. It would be practical to keep the group to a workable size by offering it to one grade level only, for instance all second graders.

For admission, each child could choose from several alternatives: bring a relative or friend from another country; come dressed in the clothes of another country; or bring a book from another country (these could be used for book displays during the day and afterwards for follow-up). Toys and musical instruments made in other countries could be collected by the class beforehand.

Blow-ups, posters of children and families around the world, UNICEF festival figures, NASA and other pictures of planet EARTH could brighten up the gym.

The main action involves experiences with the recreational and leisure activities of other children around the world.

Folk-dancing with the children is one way. An International Institute, a university foreign student group, sometimes a scout or church group can provide leaders and music. Adults who enjoy children are to be sought above all. Children could be divided into small groups, each to learn one dance to perform for the others. When the children are tired, there might be exhibition dances, songs, legends by the adults.

Using the games of other countries is another way. Samll groups can learn one game to demonstrate to the others. Interested parents, a physical education teacher could provide the leadership. Games the children already know (play in school) could be related to country of origin. Each group could learn the variations of Hop-scotch played throughout the world. Excellent guidelines for leaders and full instructions for games are to be found in Games Enjoyed by Children Around The World; American Friends Service Committee (Quakers) and the International Recreational Association, 1970.

Refreshments provided by the parents could utilize foods from other countries and range from a cookie-pastry-snack to a simple luncheon. Some care should be exercised about too-exotic examples of "world cooking."

Depending upon finances, take-homes could be buttons with a slogan like "Think World" or "Jr. World Citizen" (pin on after dancing or games), balloons that blow up into world globes, World calendars, or even the booklet on Games mentioned above.

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